

DOCUMENT RESUME

ED 131 348

CG 006 332

AUTHOR Jones, J. Charles; And Others
TITLE Effects of Coeducation on Adolescent Values.
PUB DATE [62]
NOTE 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (1971)

EDRS PRICE MF-\$0.83 HC-\$1.67 Plus Postage.
DESCRIPTORS *Adolescence; *Coeducation; High School Students; Peer Relationship; *Questionnaires; Secondary Education; Self Esteem; *Student Attitudes; *Student Motivation; Surveys; *Values

IDENTIFIERS *New Zealand

ABSTRACT

This study uses New Zealand secondary school students to assess the effects of coeducation on student attitudes and behaviors related to academic motivation and achievement. Subjects were 1225 students in their third and fourth years of secondary school. Part of the sample attended coeducational schools, and part attended single-sex schools. Questionnaires were given to all students. Chi-square analysis of responses indicates significant differences between responses of students in the coed schools and those in the single-sex schools in scholastic activities and attitudes, prestige and popularity, peer influences, and self-regard. Students from single-sex schools tend to value scholastic achievement and sports participation more than do coed students. Single-sex school students also seem less preoccupied by "rating and dating." The author suggests that a re-examination of the value of coeducation may be in order. (MPJ)

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EFFECTS OF COEDUCATION ON ADOLESCENT VALUES

J. Charles Jones
Bucknell University

Cathy C. Dennis
Bucknell University

Jack Shallcrass
Victoria University
New Zealand

Many psychologists have viewed the early and pre-adolescent period as a definitive point in intellectual development. During this stage, intelligence, as a truly coordinated mental organization involving sensori-motor, cognitive and conceptual abilities, can be said to appear.¹ Ausubel has noted the transition during early adolescence from "a predominantly concrete to a predominantly abstract mode of understanding and manipulating complex relational propositions."² And Braham has stated that "...the prior years may be considered as the period of intellectual birth, with adolescence as the period of true intellectual growth."³

However, as Braham has also noted, "The continued development of intelligence through adolescence requires an intellectually stimulating environment. It also requires interest in, and motivation for, intellectual activities on the part of the adolescent... The problem, however, is that when intelligence is just beginning to function as a coordinated structure, and requires the most nurturing circumstances, the adolescent meets a major deterrent to its development, that of the intellectually negating adolescent peer-group structure, or "sub-culture."⁴ This opinion, that the

¹ Cf. J. Piaget. The Origins of Intelligence in Childhood, N. Y.: International Universities Press, 1952.

Cf. W. E. Vinacke. "The Investigation of concept formation," Psychol. Bull., 1951, 48, 16.

² D. P. Ausubel. "Implications of preadolescence and early adolescent cognitive development for secondary school teaching." High School Journal, 1962, 45, 268.

³ M. Braham. "Peer-group deterrents to intellectual development during adolescence," Educational Theory, 1965, 15, 248-258.

⁴ Braham. loc. cit.

"adolescent society" in our secondary schools exerts a stultifying effect on intellectual activities, has been supported by the results of Coleman's⁵ study of the "adolescent society" in ten American high schools.

Coleman, pointing out that status in this society is dependent upon popularity, rather than upon scholastic or intellectual achievement, has suggested that these adolescent values stem, at least in part, from the coeducational organization of our schools, with a consequent emphasis upon "rating and dating."⁶ Coleman observes that, although educators and laymen have commonly assumed that it is "better" for boys and girls to be in school together during adolescences, coeducation "may be inimical to both academic achievement and social adjustment."⁷

If Coleman is correct, one of our cherished beliefs is in need of re-examination. But an assessment of the effects of coeducation on adolescent values is complicated by two factors. First, there is the difficulty of separating the effects of coeducation from the effects of other aspects of our society. Second, there is the lack of single-sex schools, comparable to our coeducational high schools, whose students could be used in making comparisons. The New Zealand public secondary schools, however, provide an opportunity for evaluating some of the views on the effects of coeducation upon adolescent values. Although the high schools have been traditionally single-sex, in recent years a number of coeducational high schools have been established. Some of these have been patterned on the American comprehensive high school and are regarded in New Zealand by the general public as being innovative if not radical departures from educational tradition. Other coeducational schools, however, although admitting both sexes, follow the same curricular plan as the single-sex schools and the students, their parents, and the instructional and administrative

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J. Coleman. The Adolescent Society, New York: The Free Press of Glencoe, 1961.

6

op. cit., p. 51

7

loc. cit.

personnel appear to hold essentially the same values and attitudes. In its broader outlines, the New Zealand educational system is quite similar to that of the United States, as are societal attitudes toward the role and importance of education. For these reasons, this study made use of New Zealand secondary school students to assess the effects of coeducation on student attitudes and behaviors related to academic motivation and achievement.

Subjects

Subjects were 1225 students in their third and fourth years of secondary school in Wellington, New Zealand, the capital city with a population of approximately 200,000. Of these students, 697 were males, 455 enrolled in an all-boys' school and 242 in a coeducational school. The total of 528 females was divided between 364 in an all-girls' school and 164 in the same coeducational secondary school. The three schools were similar with respect to curriculum organization, degree of student regimentation, the requirement that all students wear school uniforms, and instructional methods. A fourth school, a coeducational school patterned along the lines of the typical American comprehensive high school, was rejected as a source of subjects since it differed in several ways from the other three; e.g., vocational-technical curricula as well as college preparatory, no uniforms and greater student freedom. This school, however, served a useful purpose in this study. Since families in Wellington were free to send their children to this school if they wished, it tended to siphon off students whose families' patterns of values and attitudes differed from the norm, thereby increasing the homogeneity of the three schools included in this study. The egalitarian nature of New Zealand society also contributed to similarities among the student populations in the three schools.

Procedure

Items from the questionnaire used by Coleman (1961) were selected to assess student attitudes and beliefs in the following areas: Scholastic Activities and Attitudes, and Popularity, Peer Influences on Behavior, and Self-Regard. These items were combined into a single questionnaire and administered on a group basis in each school with the explanation to student Ss that a study was being made to compare the attitudes of New Zealand and American secondary school students. (Appendix A) All questionnaires were answered anonymously.

RESULTS

The responses of boys in the all-boys' school were compared with boys in the coed school; coed girls' responses were compared with those of girls in the all-girls' school. Chi square analysis of responses indicated significant differences between responses of students in the coed school and those in the single-sex schools in each of the following categories.

Scholastic Activities and Attitudes

When asked to indicate the number of hours spent on homework, significant differences were found, with coed students, both boys and girls, reporting that they spent less time than students in the single-sex schools. Coed girls, for example, most frequently checked the category 0-1/2 hour per day while girls at the all-girls' school reported that they averaged 2-3 hours daily on homework. Over 38% of the coed boys reported spending, on the average, from 1 1/2 hours to more than three hours per day on homework. Over 55% of the boys attending the all-boys school reported averaging this much time. While differences were not as great between the two groups of girls, they were significant. Fifty-five percent of the girls at the all-girls' school spent 1 1/2 to 3 or more hours per day on homework, while 44.6% of the coed girls reported spending this much time.

TABLE 1

7. How much time, on the average, do you spend doing homework outside school?

	<u>Coed Boys</u>		<u>Boys</u>		<u>Coed Girls</u>		<u>Girls</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
None or almost none	10	4.1	15	3.3	14	8.5	11	3.0
Less than 1/2 hour a day	11	4.6	10	2.2	9	5.5	19	5.2
About 1/2 hour per day	31	12.9	16	3.5	15	9.1	21	5.8
About 1 hour per day	53	22.0	75	16.6	22	13.3	58	15.9
About 1 1/2 hours per day	43	17.8	86	19.0	33	20.0	55	15.1
About 2 hours	55	22.8	167	36.9	49	29.7	145	39.8
3 or more hours	38	15.8	84	18.5	23	13.9	55	15.1
	$\chi^2 = 36.43, p < .01$				$\chi^2 = 14.43, p < .05$			

When asked how they would spend a free hour in school if given a free choice, coed boys differed significantly (.05) from boys attending the all boys' school. More coed boys indicated they would spend the time on sports and fewer would spend it in study. The differences between coed girls and girls attending the all-girls' school were even greater (.01) and followed a somewhat different pattern. Nearly 32% of those attending the girls school would spend the time studying as opposed to 12.2% of the coed girls who would spend the time this way. More of the coed girls would spend the additional time in a club or activity (18.9% vs. 13.6%) and over twice as many (24.4% vs. 9.5%) would spend the time at something other than the choices offered.

TABLE 2

8. Suppose you had an extra hour of school, how would you use it?

	<u>Coed Boys</u>		<u>Boys</u>		<u>Coed Girls</u>		<u>Girls</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Course	37	15.2	65	14.4	36	22.0	81	22.1
Sport	94	38.7	136	30.2	37	22.6	84	22.9
Club Activity	30	12.3	61	13.5	31	18.9	50	13.6
Study	39	16.0	121	26.8	20	12.2	117	31.9
Something else	43	17.7	68	15.1	40	24.4	35	9.5
$\chi^2 = 12.34, p < .05$					$\chi^2 = 36.81, p < .01$			

There were no significant differences between the two groups of boys in the percentages who reported they had been truant during the past year. There were, however, significant differences between the coed girls and girls attending the all-girls' school. The same percentage of coed girls as coed boys (63.0%) reported that they had been truant, while less than 40% of the girls attending the all-girls' school indicated they had been absent without authorization during the past year.

TABLE 3

9. In the last year have you been truant from school?

	<u>Coed Boys</u>		<u>Boys</u>		<u>Coed Girls</u>		<u>Girls</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Yes	155	63.0	263	57.7	102	63.0	146	39.9
No	89	37.0	193	42.3	60	37.0	220	60.1
$\chi^2 = 2.26 \text{ NS}$					$\chi^2 = 24.0, p < .01$			

In their overall appraisal of their years in high school, boys at the all-boys school gave more (.05) favorable ratings. Differences were even greater between coed girls and girls attending the girls school (.01). Again, a greater percentage of girls school students said their school year had been interesting and hard work and fewer of them rated their school years as dull or unhappy. However, unlike the coed boys, significantly more coed girls described their time in school as "full of fun and excitement" (.01).

TABLE 4

11. The years at High School have been:

	Coed Boys		Boys		Coed Girls		Girls	
	N	%	N	%	N	%	N	%
Fun and exciting	24	9.9	50	11.1	29	17.7	25	6.8
Interesting and hard work	73	30.2	164	36.4	46	28.0	172	47.0
Fairly Pleasant	104	43.0	179	39.8	68	41.5	141	38.5
Fairly Dull	39	16.1	48	10.7	14	8.5	16	4.4
Unhappy	2	0.8	9	2.0	7	4.3	12	3.3
$X^2 = 12.43 \quad p < .05$					$X^2 = 42.06 \quad p < .01$			

Prestige and Popularity

Students at both coed and single-sex schools rated being a leader in activities and being in the leading crowd as most important in achieving prestige and coming from the right family and having a nice car as being relatively unimportant. However, coed students, both boys and girls, ranked membership in the leading crowd significantly higher and scholarship significantly lower than did boys and girls at single-sex schools. Boys attending the all boys school ranked sports as a means of achieving prestige significantly higher than did coed boys.

TABLE 5

1. What does it take to get to be important and looked up to by the other students at school?

	<u>Mean Rank</u>			<u>Mean Rank</u>	
	<u>Coed Boys</u>	<u>Boys</u>		<u>Coed Girls</u>	<u>Girls</u>
Coming from right family	4.34	4.92 *		4.61	4.45 *
Leader in activities	2.16	2.29		1.78	1.64
Having a nice car	4.17	4.83 **		4.90	5.56 **
A good scholar	3.62	3.01 *		3.56	2.58 **
Being a sports star	3.09	2.60 **		3.54	3.45
Being in leading crowd	2.27	2.95 *		2.54	3.15 **

* $p < .05$

** $p < .01$

When asked how they would best like to be remembered at their school, as brilliant students, leaders in activities, or as the most popular, coed boys distributed their choices rather uniformly across the three categories while a majority of the boys at the all-boys school chose being remembered as a brilliant student or a leader in activities. There were, however, no significant differences between the two groups of boys. The girls, on the other hand, did differ significantly (.01) with 41% of the girls at the all-girls school preferring to be remembered as a brilliant student as compared with 25.9% of the coed girls making this choice, and 34.2% of the coed girls wished to be remembered as "most popular" while 19.4% of the students at the all-girls school wished to be remembered for this reason.

TABLE 6

6. If you could be remembered here at school for one of the three things listed below, which one would you want it to be?

	<u>Coed Boys</u>		<u>Boys</u>		<u>Coed Girls</u>		<u>Girls</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Brilliant student	92	39.0	202	45.7	44	25.9	146	41.0
Leader in activities	77	33.3	144	32.7	63	39.9	141	39.6
Most popular	64	27.7	96	31.6	54	34.2	69	19.4
	$\chi^2 = 3.49$ NS				$\chi^2 = 16.83$ $p < .01$			

Peer Influences

A majority of the total group agreed that membership in the leading crowd sometimes required that one compromise his principles, and there were no significant differences between students, boys or girls, attending the single-sex schools and those attending coed schools.

TABLE 7

10. If you want to be part of the leading crowd around here you have to sometimes go against your principles.

	<u>Coed Boys</u>		<u>Boys</u>		<u>Coed Girls</u>		<u>Girls</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Agree	151	64.0	296	66.0	79	49.0	181	51.0
Disagree	85	36.0	152	34.0	82	51.0	175	49.0
	$\chi^2 = 0.31$ NS				$\chi^2 = 0.14$ NS			

The disapproval of a friend had more impact than the disapproval of parents or teachers for all groups. But, while there was no difference between coed boys and boys attending the all-boys school, significantly more (.05) coed girls rated the loss of friendship as more difficult to take than parental disapproval.

TABLE 8

12. Which of the following would be hardest for you to take?

	<u>Coed Boys</u>		<u>Boys</u>		<u>Coed Girls</u>		<u>Girls</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Parent's disapproval	93	39.0	191		55	35.3	153	43.3
Teachers' disapproval	6	2.5	5		7	4.5	5	1.4
Breaking with a friend	138	5.8	240		94	60.3	195	55.2
	$\chi^2 = 2.85$ NS				$\chi^2 = 6.53$ $p < .05$			

Although "having a good time" ranked high among the things that were important to all four groups, it was ranked significantly higher by coed girls than by girls at the all-girls school (.01). Groups and activities outside the school were more important to boys and girls attending the single-sex schools than they were to coed boys and girls. Maintaining a good reputation was valued more highly by coed boys than by boys at the all-boys school.

TABLE 9

4. Rank the following in terms of their importance to you.

	Mean Rank			Mean Rank	
	Coed Boys	Boys		Coed Girls	Girls
Outside groups and activities	2.62	2.53	*	2.76	2.50 **
Activities associated with school	3.35	3.14	**	3.32	3.27
Having a good time	1.85	1.92		1.90	2.30 **
A good reputation	2.18	2.40	*	2.03	1.91 *
	* p < .05			** p < .01	

When asked to indicate the relative importance of the things they strove for in school, more students ranked "Learning as much as possible" in first place than any of the alternatives. However, significantly more (.05) girls from the all-girls school ranked this as a first choice than did coed girls. They also ranked "Pleasing my parents" higher (.05) and "Being accepted and liked by other students" lower (.01). The two groups of boys differed only on this last category, coed boys ranking acceptance by other students higher (.05) than did boys from the all-boys school.

TABLE 10

3. Among the things you strive for, just how important is each?

	Mean Rank			Mean Rank	
	Coed Boys	Boys		Coed Girls	Girls
Pleasing my parents	2.35	2.25		2.40	2.19 *
Learning as much as possible	1.90	1.82		2.06	1.85 *
Living up to my religious ideals	3.67	3.66		3.54	3.62
Being accepted and liked by the students	2.06	2.25	*	1.97	2.33 **
	*p < .05			** p < .01	

Self-Regard

Adolescence has usually been considered as a period when young people are frequently less than satisfied with themselves and the results (Table 10) seem to bear this out. Less than half of the boys and even fewer of the girls indicated that there was very little about themselves they would like to change. And in this respect, there were no significant differences between students attending coed or single-sex schools.

TABLE 11

2. Which category comes closest to your feeling about yourself?

	<u>Coed Boys</u>		<u>Boys</u>		<u>Coed Girls</u>		<u>Girls</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Don't like the way I am; would change completely.	9	3.0	14	3.0	3	2.0	10	3.0
Many things I'd like to change; but not completely	130	54.0	237	52.0	104	64.0	245	67.0
Like to stay much the same; little I would change	103	43.0	204	45.0	55	34.0	108	30.0
	$\chi^2 = 0.46$ NS				$\chi^2 = 1.19$ NS			

A less direct question asked students to choose the category they felt best described a person who was alone. While no differences were found between the two groups of boys, 62% of the coed girls indicated that they thought such a person was bored, unhappy, lonely or afraid. A greater percentage of girls attending the all-girls school described such a person as better off, relaxed, thinking or reading, or happy.

TABLE 12

5. A person who is alone is

	Coed Boys		Boys		Coed Girls		Girls	
	N	$\bar{x}$	N	$\bar{x}$	N	$\bar{x}$	N	$\bar{x}$
Bored or unhappy	50	22.0	100	24.0	15	10.0	44	12.9
Lonely	79	35.0	135	32.0	68	45.3	123	36.2
Afraid	17	7.5	35	8.3	10	6.7	20	5.9
Better Off	21	9.2	34	8.0	10	6.7	8	2.4
Relaxed, thinking or reading	55	24.0	100	24.0	43	28.7	122	35.9
Happy	6	2.6	20	4.7	4	2.7	23	6.8
$X^2 = 3.04$ NS					$X^2 = 13.15$ p < .05			

DISCUSSION

That the "adolescent society" strongly influences its members, whether they attend coeducational or single-sex schools, seems clear enough. For a majority of the adolescents in this study, the disapproval of their friends is more serious than parental disapproval, and a majority also indicated that maintaining status sometimes required that they go against their principles.

There do, however, seem to be critical differences in the degree of pressure and in the end results of these social pressures for students in the two types of schools. Coleman has suggested that, for the American adolescent attending secondary school, the school, especially for the small-town student, is the focal point of the adolescent society. He achieves status and prestige here or he fails to achieve it at all. The data from this study suggest that this is more likely to be true for those attending coeducational schools, even when these are urban schools. Out-of-school groups and activities were less important to them than to students attending single-sex schools. The pervasiveness of the adolescent society for students in coeducational schools may account for the fact that, despite the social pressures shaping

their behavior, they seemed relatively unaware of these effects. Girls attending the all-girls school, for example, were less frequently truant than were boys in either type of school. Coed girls were not only more frequently truant but were truant at the same rate as the boys in their schools. Yet they indicated no more frequently than the girls in the single-sex school that social pressures sometimes required violating personal principles.

It also appears that the rewards and sanctions of the adolescent social system weigh more heavily on the girls than on the boys. Truancy rates for boys in the coed school do not come down, they remain at the same level as for boys in the single-sex school; rates for the girls go up in the coeducational school. And, in general, differences on most items were larger between the two groups of girls than between the two groups of boys. When asked how they would best like to be remembered at their schools, more boys in both groups rated being remembered as a brilliant student above being remembered for their popularity or their leadership in activities. This was also true of girls at the all-girls school. However, coed girls placed both popularity and leadership in school activities above being remembered as a brilliant student. And this orientation toward popularity and status in the social system apparently leads coed girls to describe a person who is alone as being bored, unhappy, lonely or afraid. Girls attending the all-girls school most frequently described such a person as relaxed, thinking, reading or happy.

¹
In what Coleman has referred to as "the competition for adolescent energies,"¹ scholastic pursuits seem not to fare as well in the coeducational school. Coeducational students not only were more frequently concerned with matters of popularity and prestige and with non-academic activities, but were more frequently truant, reported spending significantly less time on homework, and would, if given a free hour, be less inclined to spend it in studying. In what could be considered as a deviation

from Coleman's study, the boys at the all-boys school showed a greater interest than did the coed boys in athletics. This is perhaps the result of two factors: There may be fewer ways of achieving status in the all-boys school; and New Zealand tends to be a male-oriented society with a very strong interest in sports. The all-male environment of the boys school perhaps reflects the larger male society more than does the society of the coeducational school. In any case, those coed students, particularly the girls, who thought of their high school years favorably, tended to describe them as "full of fun and excitement," in contrast to the students at single-sex schools who described them as "interesting and hard work." It may be that, for many coeducational students, the academic side of school is seen as interfering with the school's ability to provide fun and excitement.

But are there advantages in the coeducational system that outweigh some of these disadvantages? Do students attending a coeducational school like school better? Does coeducation result in a happier, better adjusted adolescent? Unfortunately, the evidence indicates otherwise. Fewer found their high school years interesting and more rated them as dull or unhappy while a minority of coed girls thought of them as happy and exciting. A reasonably good indication of the extent to which a person is happy and self-accepting is the extent to which he wishes to change himself. A majority of the adolescents of both sexes in this study would change some things about themselves and in this respect those attending the coeducational school were no different from those attending the single-sex schools.

While there are obviously hazards in generalizing from one society to another, the data obtained in this study are consistent with those obtained by Coleman in his study of adolescents in American high schools, and the differences between the students in coeducational and single-sex schools are consistent with his assumptions

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J. S. Coleman, "The competition for adolescent energies," Phi Delta Kappan, 1961, 231-236.

about the effects of coeducation on American adolescents. It would seem, then, that one of the more cherished American educational beliefs, our belief in the value of coeducation, is in need of re-examination. We should, perhaps, either change the nature of our educational organization or attempt to alter the social structure and the goals for which students are working in our coeducational schools.

Appendix A

7. How much time, on the average, do you spend doing homework outside school?

- | | | |
|----|--------------------------|------------------------------|
| 1. | ☐ | none or almost none. |
| 2. | ☐ | less than 1/2 an hour a day. |
| 3. | ☐ | about 1/2 hour a day. |
| 4. | ☐ | about 1 hour a day. |
| 5. | ☐ | about 1 1/2 hours a day. |
| 6. | ☐ | about 2 hours a day. |
| 7. | ☐ | 3 or more hours a day. |

8. Suppose you had an extra hour in school and could either take a course of your own choosing, or use it for sport or some other activity or use it for study. How would you use it?

- | | | |
|----|--------------------------|------------------|
| 1. | ☐ | course |
| 2. | ☐ | sport |
| 3. | ☐ | club or activity |
| 4. | ☐ | study |
| 5. | ☐ | something else. |

9. In the last year have you ever "wagged it" (played truant) from school?

- | | | |
|----|--------------------------|-----|
| 1. | ☐ | Yes |
| 2. | ☐ | No |

10. If you want to be part of the leading crowd around here you have to sometimes go against your principles.

- | | | |
|----|--------------------------|----------|
| 1. | ☐ | Agree |
| 2. | ☐ | Disagree |

Appendix A continued

11. The years at High School have been (Choose one)

1. ☐ full of fun and excitement.
2. ☐ interesting and hard work.
3. ☐ fairly pleasant.
4. ☐ fairly dull
5. ☐ unhappy.

12. Which of these things would be hardest for you to take - your parents' disapproval, your teachers' disapproval or breaking with your closest friend?

1. ☐ parents' disapproval
2. ☐ teachers' disapproval
3. ☐ breaking with a friend.

APPENDIX A

Questionnaire

Directions: To answer, put an X in the appropriate square, or, where asked to rank, write numbers in squares....

1. Among the items below, what does it take to get to be important and looked up to by the other students at school?

- | | | |
|-----|--------------------------|-------------------------------|
| (a) | ☐ | coming from the right family. |
| (b) | ☐ | leader in activities. |
| (c) | ☐ | having a nice car. |
| (d) | ☐ | a good scholar. |
| (e) | ☐ | being a sports star. |
| (f) | ☐ | being in the leading crowd. |

2. Which category comes closest to your feeling about yourself.

- | | | |
|----|--------------------------|---|
| 1. | ☐ | I don't like myself the way I am; I'd like to change completely. |
| 2. | ☐ | There are many things I'd like to change but not completely. |
| 3. | ☐ | I'd like to stay very much the same; there is very little I would change. |

3. Different people strive for different things. Here are some things that you have probably thought about. Among the things you strive for during your secondary school days, just how important is each of these?

(Rank from 1 - 4; 1 for highest in importance to you, 2 for second highest, 3 for third highest and 4 for lowest).

- | | | |
|-----|--------------------------|---|
| (a) | ☐ | pleasing my parents. |
| (b) | ☐ | learning as much as possible at school |
| (c) | ☐ | living up to my religious ideals. |
| (d) | ☐ | being accepted and liked by other students. |

Appendix A Questionnaire continued

4. Now rank the following four items in terms of their importance to you.
(Rank 1 - 4; 1 is highest, 4 lowest).

- | | | |
|-----|--------------------------|---------------------------------------|
| (a) | ☐ | groups and activities outside school. |
| (b) | ☐ | activities associated with school |
| (c) | ☐ | having a good time. |
| (d) | ☐ | a good reputation. |

5. A person who is alone is
(Choose one)

- | | | |
|----|--------------------------|-------------------------------|
| 1. | ☐ | bored or unhappy. |
| 2. | ☐ | lonely. |
| 3. | ☐ | afraid. |
| 4. | ☐ | better off. |
| 5. | ☐ | relaxed, thinking or reading. |
| 6. | ☐ | happy. |

6. If you could be remembered here at school for one of the three things listed below, which one would you want it to be?

- | | | |
|----|--------------------------|----------------------|
| 1. | ☐ | brilliant student. |
| 2. | ☐ | leader in activities |
| 3. | ☐ | most popular. |